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Leadership

Seating is in groups of 3 or 4, not 2 or 6.

The Guide conveys a warm message of invitation covering these four topics in order:

Commonality: We have all completed the work of two modules. We know what Module work is like; we know the freedom here. What we gain depends on how much we invest in the work and in each other.

Possibility: Participants in this module have the possibility of becoming one of the children's favorite people to know. To D1 Warmth and D2 Playfulness we add the third essential tool of professional teaching: talking informatively. At the end of this Module you will be closer to the kind of person you want to be with young children. You will find what being a leader means.

Opportunity: We have this chance to be together regularly to share ourselves with others who care, listen to other perspectives and experiences, and explore the central questions of excellence with young children.

Commitment: This experience is as valuable as each one in this community makes it. When you miss sessions or come without the investigations complete, not only do you lose, but also you detract from the experience of the others. I invite each of you to commit yourself to our endeavor: to do the work, come together each week, and be open to seeing the difference you can make as a result of these investigations.

Outline

OPENING I would like us all to learn about who is here and something new that has happened to you recently.

A review of how the Modules work:

- *A record maintained in each participants own way, not graded, but may have significant value in the future to demonstrate to others (a) the depth to which you have studied teaching and (b) the ability to document learning step by step.*
- *A project to implement the understanding, but this project is on yourself and how you talk with children. The project demonstrates to others that you have changed the way you talk. Examples can be shown of D3 documented projects.*
- *A final expression of understanding to convey your personal experience of this Module.*

ASSIGNMENT FOR NEXT TIME**1. Teacher Statements**

Each week the Guide reads the assignment sheet aloud as the participants follow along, pausing to elaborate as necessary.

The major distinction is between the two dark boxes: **D T Q** make demands on others; **I S** do not make demands. A demand means the other person is required to do something in response.

ACTIVITY

*Each pair of participants gets one **D3 SORT** envelope for them to sort the statement strips into groups under the black letter headings. It helps when participants make their own decisions to distinguish the concepts.*

The statements they gather must be from a free time. The reason for gathering exactly 50 is to make computing percentages as simple as possible: percent equals the number of each talk type multiplied by 2.

SHARE You have time now to talk about doing this

Preparation

Handouts:

1. Teacher Statements

INDIVIDUAL RECORD Each participant fills out the top information portion and hands it back to the Guide.

D3 SORT is made from copies of the list of statements on the next page. The numbered sentences are cut into strips and the black letters are cut apart and used as category headings.

One set of sentences and black letters goes into an envelope for each pair of participants.

Duplication on cardstock makes handling the strips easier.

Answers:

D = 2, 11, 12, 18

T = 7, 10, 15, 20

Q = 3, 6, 8, 19

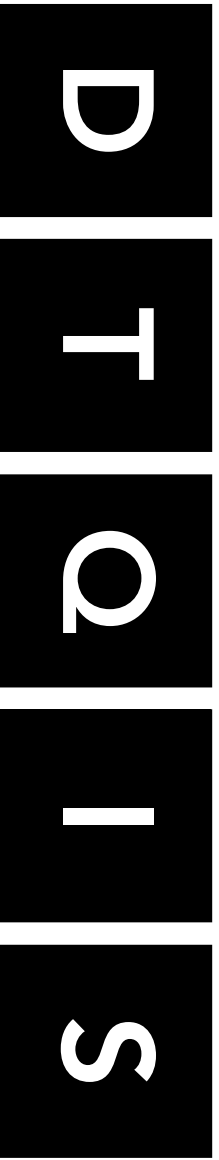
I = 4, 9, 16, 17

S = 1, 5, 13, 14

SESSION GUIDE

D3 SORT

DUPLICATE THIS PAGE ON CARDSTOCK OR PAPER. CUT SENTENCES INTO STRIPS. CUT OUT EACH BLACK LETTER. PLACE SET IN AN ENVELOPE.



1. Hello, Mary.
2. Hang up your coat, will you?
3. Can you move that by yourself?
4. I love bananas.
5. Thank you.
6. When did you get these shoes?
7. What color are the socks you are wearing?
8. Who wants a turn?
9. The clay goes back in the container.
10. What do we need to remember to wash before we eat?
11. Push in your chair please.
12. Will you get that pen for me?
13. Wow!
14. Could be.
15. Where does your coat go?
16. I forgot to bring the tape over here.
17. Those are slippers.
18. Tell him you are sorry.
19. Who do you want to go with you?
20. What is the first letter of your name?

2

Leadership

The Guide moves from group to group to listen without joining in. The Guide's nearby listening is not to control or make sure people are on topic, but to become aware of what is happening. The participants need time to talk and freedom to talk about what they want to talk about.

The classification of statements that are demanding from those that are not demanding is the central activity of this session. That distinction may be unclear at first. The role of the Guide is to enable the group to discuss murky issues and decide for themselves, co-constructing their understanding. There is no right or wrong answer. The Guide is a facilitator of that dialog and not a teller.

The tone of voice and circumstances can alter whether a statement is a direction or information.

At issue we are looking for participants to self discover is essentially one of power, whether the adult is pushing for a particular action or offering authentic opportunities and freedom of choice to the child.

They may have observed teachers who do not make many demands of children or ones that make many demands. This is an opportunity to talk about that distinction.

Outline

SHARE You have time now to share what you were able to observe.

This is a time to mark the individual record of the participants who completed the task as assigned.

Some kinds of statements present particular difficulty in coding.

Participants may raise examples to discuss together. Here are ones the Guide may want to bring up for the group to consider.

"You need to ask her for a turn."

"You might want to put that away right now."

"You might ask her or you might wait a while."

Figure the percentages of each of the 5 types of talk. For those with exactly 50, doubling the count gives the percent. For those with less, divide the count by the total number of statements gathered and multiply by 100.

PROCESS TOGETHER

Each participant shares the percentages of each talk type. The Guide writes them on chart paper or board

S	I	D	T	Q

Note those with D > 40% or I > 40% if observed. The participants may contribute their thoughts about those particular adults.

The Guide can answer questions about the procedures, but in Connecting to Children the Guide does not answer questions participants have about the content. The purpose of these Modules is for the group to create its own understanding. Honoring and reflecting back to them their own questions ensures that they are given the responsibility for figuring their questions out together with other participants.

ASSIGNMENT FOR NEXT TIME**2. Demands**

When the Guide reads the assignment aloud, the group finishes reading at the same time.

SHARE You have time now to talk to each other about doing this.

Preparation

Handouts:

2. Demands

3

Leadership

When children receive a direction to do something, such as, "Put the cap on the pen," the child has only two choices:

1. The child can comply and put the cap on the pen. This is acquiescence.
2. The child cannot comply by refusing or passivity. This is rebellion.

Neither of these attitudes is valued. We want children to take initiative to act responsibly for their welfare, the welfare of others, and the welfare of the community. By immediately giving directions, a habit for many people, children are taught to not act until they are directed. This is the opposite lesson.

The Descriptive Cue Sequence offers a guide to adults in situations where they want children to do something without giving a direction. Example:

Signal: "It's time to clean up."

Description: "The pens dry out without caps on them."

Model: "I see one needing a cap. Now where is that cap? Here it is. (Put it on yourself and put it away.) There! Now it is protected and ready for next time."

Direction: "Will you make sure all the caps are on the pens?"

Contingency: "After this area is all restored then we can do the next activity."

When adults start at the top each time, they allow children to step into the opportunity on their own, while remaining assertive leaders.

Outline

SHARE You have time now to share what you discovered about directions and questions.

This is a time to mark the individual record of the participants who completed the task as assigned.

GROUP DISCUSSION**What did you discover about directions and questions?**

I want to record your observations on the board (or large paper).

ASSIGNMENT FOR NEXT TIME**3. Descriptive Cues**

The Descriptive Cue Sequence handout can be posted on the wall to help participants remember the steps. The Guide may want to illustrate the sequence in an example situation.

The task is to keep a journal of what it is like to try to use these steps in order.

It can be a problem when you are working with a co-teacher who is habitually directive. If you pause and wait for children and only describe what needs doing, as this sequence requires, the other adult may jump in and give the children a direction. It can appear as if you are not doing anything at all about the children. You might receive a glance that says, "Do you work here?"

I invite you to talk to your colleagues about Descriptive Cues and invite them to try the steps at the same time. When all adults collaboratively lower the number of directions the children receive, the responsibility is more effectively transferred to the children.

SHARE You have time now to talk to each other about doing this.

Preparation

Handouts:

3. Descriptive Cues**Descriptive Cue Sequence**

SESSION GUIDE

D3 — Talking Informatively

Example of **DIRECTIONS AND QUESTIONS** generated by one group. Every group is different and constructs understanding uniquely. No group will create an identical list.

DIRECTIONS AND QUESTIONS

I was a lot bossier than I thought.

There are sometimes when giving directions is necessary.

Toileting time is my worst time for telling children what to do.

Counting really made me aware. I stopped and thought before I said things.

I ask a lot of questions that don't need to be asked. They just pop out.

The children are doing more without me telling them to.

I find myself not saying anything because I can't think of what to say.

It seems to be ok when I don't talk, too. The kids go right ahead.

I sure notice how other adults are talking to children everywhere I go.

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Leadership

Central to this stage is the collaborative commitment of each participant to stay with the long struggle to decrease or eliminate directions.

One way to do that is to provide more alternative ways to talk informatively. When adults talk about themselves or talk factually about the environment, they enrich the children's lives.

This session introduces three kinds of informative talk, self-talk, descriptions, and expansions. The last is the most difficult to comprehend immediately, but it is not obscure. Expansions are often used when adults speak with each other. Expansions open up the wider range of information those adults can share when they talk about what the child is already showing an interest in. The key is attending to the child's interest, often determined by what the child is looking at in the moment.

Outline

SHARE You have time now to share about descriptive cueing.

This is a time to mark the individual record of the participants who completed the task as assigned.

GROUP DISCUSSION

I want to record your thoughts on the board (or large paper).

If you were a child, how would you like to be treated?

If we want to help children assume more of the responsibility for undertaking the tasks of the community, what guides can we create for ourselves?

This becomes another page in the portfolio.

ASSIGNMENT FOR NEXT TIME**4. Information**

After reading the assignment sheet participants can generate self-talk, descriptions and expansions about a video scene, photographs of a child playing, or something in the room.

SHARE You have time now to talk to each other about doing this.

Preparation

Handouts:

4. Information

"Directions and Questions" compiled from last session.

A photograph of children playing can be used as an example to practice the three kinds of informative talk.

Example of **IF I WERE THE CHILD AND GUIDELINES** generated by one group. Every group is different and constructs understanding uniquely. No group will create an identical list.

IF I WERE THE CHILD...

I would want to hear "please" and "thank you."

I would not like to be snapped at.

I would like my teachers to assume that I wanted to do the right thing, and that I am trying to do the right thing.

I would like teachers to show me, demonstrate how, and not tell me what to do.

I would like teachers to have fun with me.

I would not like to be rushed.

I would like privacy and personal space.

I would like to be invited to do things, "Let's do cool things!"

GUIDELINES TO DECREASING DIRECTIONS

Practice. Practice. Practice.

When all the teachers work as a team, it becomes easier.

Self monitor, by audio recording or counting, to maintain awareness.

Simply catch yourself when you direct and correct it.

Set the schedule so there is enough time for the children to get it together. No hurry.

5

Leadership

Being with each group and hearing them discuss the complexity of being informative is the focus of this session.

Outline

SHARE You have time now to share what you were able to observe about talking informatively.

This is a time to mark the individual record of the participants who completed the task as assigned.

GROUP DISCUSSION

I want to record your thoughts on the board (or large paper).

What did you notice about talking informatively?

What can you say about changing habits of talking?

This becomes another page in the portfolio.

ASSIGNMENT FOR NEXT TIME

5. Self-Assessment

Some examples of objectives:

Now 5 directions, can you go down to zero?

Now 15 directions, can you go down to five?

Now 5 informative statements, can you go up to 15?

Check #1 is to be completed by next session.

SHARE You have time now to talk to each other about doing this.

Preparation

Handouts:

5. Self-Assessment

"If I were a child..." and "Guidelines" compiled from last session.

SESSION GUIDE

D3 — Talking Informatively

Example of **HABITS AND CHANGE** generated by one group. Every group is different and constructs understanding uniquely. No group will create an identical list.

Where do our habits come from?

- Parents
- Role models
- Fellow staff members
- Peers
- Culture
- Teachers
- Laziness

How can we go about changing them?

- Changes occur subtly over time.
- Repetition is required, retraining your mind differently.
- Once you are aware of it, it is different.
- Counting and measuring can help see progress.
- It takes consistent work.
- If the growth steps are positive — the results from initial steps to changing are good — the evidence will convince you to keep at it.
- Slow down.
- Live in the present moment.
- Take care of yourself.
- Write down what you need so you can sort it out.
- Reward yourself.
- Publicly declare your path so those around you can help keep you on track.
- Forgive yourself and recheck again.
- Take a class and apply the knowledge.

6

Leadership

Collaboratively making vocabulary cards for four activities heightens awareness of using an uncommon vocabulary, enriching children's vocabulary in the immediate context. It helps to have a group brainstorm more rarely used words.

Easel painting example

Nouns: brush, tray, clip, container, tempera, tint, hue, value, mass, line

Verbs: stroke, dip, wipe, dot, cover, fill, dab, twist, smooth, drip, blend, mix, overpaint

Descriptors: vermilion, taupe, beige, dry, soggy, drippy, bright, dull, empty, open, filled, covered, energetic, serene, animated, angular, upright

Parts: ferrule, bristles, handle, shaft, edge, rim, legs, panel, support, brace, pad, tip

Five uncommon words in each category is a reasonable goal.

Outline

SHARE You have time now to share what you were able to observe about counting directions and informative statements.

This is a time to mark the individual record of the participants who completed the task as assigned.

GROUP DISCUSSION

I want to record your thoughts on the board (or large paper).

What did you notice?

You have one more check before the next session.

This becomes another page in the portfolio.

ASSIGNMENT FOR NEXT TIME**6. Rich Vocabulary**

You probably know children who have rich vocabularies. Where do you think they get it?

Vocabulary Cards are one way to learn to provide complex vocabulary in every day activities.

Use objects from a child's world to develop together a list of nouns, verbs, descriptors, and parts. Visual glossaries can be helpful for nouns and parts.

We are also going to talk about **Check #2** of **5. Self-assessment** next time.

SHARE You have time now to talk to each other about doing this.

Preparation

Handouts:

6. Rich Vocabulary

"Habits and Change" created in the last session.

Children's toys or materials, such as paintbrushes, marking pens, scissors, tape dispenser, doll and doll clothes, water wheel, etc.

Pack of index cards.

A visual glossary is invaluable to teachers, such as David Bragonier's *What's What?* (out of print but available through used booksellers).

SESSION GUIDE

D3 — Talking Informatively

Example of **WHAT WE NOTICED** generated by one group. Every group is different and constructs understanding uniquely. No group will create an identical list.

If we are really teachers, our goal has to be to give less direction and provide more information.

I am influenced by the statements my co-workers make. Suddenly I find myself using the same directions they say.

We need to bring co-workers aboard to help them understand and accept what we are trying to achieve.

I notice the more I practice and get better at this, the more my co-teacher is doing informative talk, too.

I can see in the children's faces a happiness when I talk informatively.

I don't want to be a commander—me BIG; they little.

Being informative brings more group cohesiveness and teamwork, including the teacher in that idea of a team.

Children pick it up and begin to use it with increased vocabulary.

Children can bring informative talk into their conflicts with others, too. Instead of a direction, "Give me that back!" they inform, "I was using that."

I am seeing benefits in the children.

With the older children, elementary and middle school ages, I find myself still trapped into using directions.

7

Leadership

At this time, the participants have completed all the investigations that are assigned. Now the task is to create a project that demonstrates their ability to talk informatively to children.

This project differs from all the other Projects of Understanding in **Connecting to Children** in that it is about change in the adult's behavior, not change in the children's behavior.

This can be done in many ways, subject to the unique circumstances participants find themselves in. The ultimate goal is to make it apparent to the community that the culture of the setting is clearly devoted to either increasing responsibility or providing a rich vocabulary and language experience. Both are aims of talking informatively to children.

Outline

SHARE You have time now to share two things: your Check #2 on Directions and Information objectives and about adding rich vocabulary to children's experience.

This is a time to mark the individual record of the participants who completed the task as assigned.

GROUP DISCUSSION

I want to record your thoughts on the board (or large paper).

What do you want to remember about doing this?

This becomes another page in the portfolio.

ASSIGNMENT FOR NEXT TIME**7. Project of Understanding**

The project for this Module is different than the other four in that it is about you not the children. You can either document that you are talking informatively to children as you work with them or create a means to show other teachers and parents what you have discovered about talking informatively with a rich vocabulary.

Next time they are to bring in something that shows what they are trying to do.

SHARE You have time now to talk to each other about doing this.

Preparation

Handouts:

7. Project of Understanding

"What we noticed" created in the last session.

SESSION GUIDE

D3 — Talking Informatively

Example of **WHAT YOU WANT TO REMEMBER** generated by one group. Every group is different and constructs understanding uniquely. No group will create an identical list.

Children really do have a tremendous capacity for comprehension and incorporation of words into their vocabulary.

By teaching this way our own knowledge increases.

If children know more words, it is easier for them to communicate with each other.

You can use this for any activity: washing hands, reading a book, or going to the aquarium.

Children can learn another language at the same time.

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Leadership

The Guide's role is to move around to listen in on the discussions and be available to provide alternatives for those who are stuck.

Ideally the project documentation tells about informative talk and is not about clever design work. One guideline for doing this is to not add color decorations. Beautiful documentation can be done on a white background, with black text printed on white paper, neatly by hand or a computer printer in a single font. Photos or drawings by the children add the color. This way the message comes through; the events speak to the viewer, not fancy decorations.

Showing past examples of excellent project documentation and a weak documentation can be helpful in developing standards of quality.

But the story can also be told in other ways besides a poster. A newsletter, a presentation at a parent meeting, a letter, a book, etc, may be better choices in certain situations. The role of the Guide is to provide as much openness to each participant as possible.

Outline

SHARE You have time now to share about what you are thinking of doing in your Project of Understanding.

ASSIGNMENT FOR NEXT TIME

Project of Understanding is due.

Your task is to prepare a presentation that can tell about informative talk to an audience that truly cares about it.

One audience is this group. We care. This room is full of people who have come to know you and do care about what you have been trying to do.

Other audiences care, too. But in order to show the other parents or the other teachers you would have to put together a presentation, a poster, a newsletter, etc. If you did that all the audiences would learn about talking informatively. Your work can transform others if they can see what you have done.

Who are the people that most care if the children are having an educative experience? Then, how could you show them in a most accessible way that informative talk is an essential aspect of that experience?

This audience will love to see your project. This is an opportunity to tailor what you show in a way that this audience is most likely to appreciate and learn from.

SHARE You have time now to talk to each other about doing this.

Preparation

Handouts:

"What you want to remember"
construction from the last session.

Supplies:

One blank white sheet of poster board, 22" by 28" available for each participant.

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Leadership

The role of the Guide is to ensure that participants meet the standards of performance in order to complete the Module.

Projects must meet all four criteria:

- ☐ Be shared with the group
- ☐ Informative ability is documented
- ☐ Directed at a clear audience
- ☐ Shared with that audience

Clap and cheer.

Outline

PRESENTATIONS OF PROJECTS

*On the **INDIVIDUAL RECORD FORM** is a space to briefly describe each person's project and check off that it meets the criteria for performance.*

Projects that may not be complete can be shared in the next session.

SUMMARY

What opens up for you from seeing everyone's work?

Can you imagine what the world would be like if every child had parents and teachers who really understood this?

ASSIGNMENT FOR NEXT TIME**8. Expression of Understanding**

The diversity is wonderful. You find your own way to convey your understanding. We want to hear and see and cherish what you create.

SHARE You have time now to talk to each other about your Expression of Understanding.

Preparation

Handout:

8. Expression of Understanding

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Leadership

This is a heart-warming celebration of becoming an early childhood educator. Clap and Cheer.

When signed and dated, with all information complete the **INDIVIDUAL RECORD FORM** becomes the certificate of completion and certifies 30 hours of education (10 in session time and 20 equivalent hours on-the-job).

Outline

PRESENTATIONS

- (1) Projects that were not ready last time.
- (2) Expressions of Understanding.

*On the **INDIVIDUAL RECORD FORM** is a space to briefly describe each person's Expression of Understanding and check off that it was shared with the group.*

SUMMARY

Congratulations on completing another step into the world of being a professional early childhood educator. You have joined the ranks of those adults who do not direct children because they were directed themselves. You have transformed your way of being with children. You have shown you can make a difference in the happiness and language skills of children during their language learning years. What you do now forever enriches each child's life. You give a gift when you are around each and every child. This is a significant accomplishment. Congratulations.

I invite you to spend the time to compile all your work in this Module and put it in a fancy binder. You may want to show this to a future employer or parent.

Preparation